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ABSTRACT

A handbook for department chairpersons Colorado State University (CSU) is designed to help the administrator save time, avoid frustration, have fewer crises, and increase job satisfaction. Information is presented as follows: a calendar to outline the sorts of things expected at various times of year; reference manuals; 10 university goals representing a continuous planning process (e.g., improve graduate and undergraduate education, disseminate knowledge beyond the campus, and improve the physical facilities and infrastructure); a chairperson's roles and duties (e.g., departmental governance, instruction, faculty and student affairs, and external communication); 5-year review process (self evaluation); accountability and outcomes assessment; diversity and retention; mentoring (with an example of a successful system to promote effective mentoring of new faculty colleagues); encouraging faculty members' research; encouraging teaching effectiveness; sexual harassment; personal professional development; personal relationship with the dean; legal questions; space questions; time management; acronyms and phrases; tips (submitted by chairpersons or gathered from workshops and presentations); important things to remember and know (e.g., 7,000-tape video library, and CSU's dedicated television channel); and a copy of a questionnaire asking for the reader's opinion of the manual. (SM)

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CHAIRPERSON'S HANDBOOK

Compiled, edited, and written
by
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FOREWORD

This *Chairpersons' Manual* is prepared for you in recognition of your importance as an administrator within the University structure. Perhaps you are new to Colorado State University and have come from elsewhere, in which case we welcome you. Or perhaps you have been here a long time and have just now become the chairperson of your department, in which case you may feel somewhat discomfitingly estranged from your colleagues as you take on a different role. I remember feeling that way when I became the acting chair of my department and a dear friend walked in and said in a surprised manner, "You've gotten bigger!" Then again, you may be an "old hand" and know almost everything already.

Whatever your situation, we provide you with this *Manual* with specific purposes in mind.

* We hope to save you time!
* We hope to lessen your degree of frustration!
* We hope you have fewer crises!
* We hope to increase your degree of satisfaction with your position!
* We hope to provoke you to a smile or two!

It is not our intent to provide in this manual specific policies and procedures, which are found elsewhere in a variety of sources.

Best wishes for success in your work! Let us know if there are additional ways we can assist you. We shall be continually updating and revising the *Manual*, and you will note the last page is designed for your comments and suggestions. Please tear this out, photocopy it if you like, and send us your ideas at any time.

For those things which may be out of date before we revise this manual, we render our abject apologies! For significant omissions we also apologize, but help us fill in the lacunae by letting us know what you need and want.

A SORT-OF CALENDAR

Although it is impossible to include everything on a yearly calendar, we thought it would be useful for you to have an outline of the sorts of things expected or required at various times of the year. We hope this helps you in planning your time. Individual offices and college deans will send out their deadlines to the departments. The schedule starts shortly before the beginning of the fall semester since that is the way most of us mentally operate.

Approx. date	What is due or will come to you
Early August	The next spring's working draft of the class schedule, due at Admissions and Records approximately one week later.
End of August	Beginning of the fall semester, faculty return, departmental retreats and meetings
Mid-September	Comparative Stipend report from the Graduate School
End of September	The following summer's course offering worksheets (such worksheets to be returned to your dean's office)
Early October	The next fall's course offering worksheets
Early October	Current fall's completed undergraduate applications for graduations
Mid-October	Next summer's course offering worksheets to be returned to college dean's office
Mid-October	Spring class schedule available to students
Mid-October	Spring advising
Oct.-Nov.	Next fall's course offering worksheets returned to college deans
Mid-October	Annual enrollment report from the Graduate School
Mid-October	Sub 3.0 Graduate Admissions Report

	from the Graduate School
End October	Spring class schedule addendum items due
Mid-November	Arts, Humanities,& Social Sciences, Business, Natural Sciences - college curricular packages due to the University Curriculum Committee
Early December	Agricultural Sciences, Engineering, Forestry and Natural Resources - college curricular packages due to the University Curriculum Committee
Early December	Next spring's course request analysis will come to you and is due in Admissions and Records a few days later
Mid-December	Applied Human Sciences, Veterinary Medicine and Biomedical Sciences college curricular packages due to the University Curriculum Committee
Right after final week	Next summer's working draft of the class schedule will come to you, to be returned in early January
Mid-January	Next fall's working draft of the class schedule, to be returned in early February
Late January	Start of the spring semester
Late January	General catalogue copy sent to college deans
Early February	Sabbatical leave requests due in the Office of the Provost (earlier deadline at your dean's office)
February	Expect the beginning of the yearly budget exercise ad the faculty evaluation process early in the spring semester
Mid-February	Tenure and promotion documents due in the Provost's Office (earlier deadline at your dean's office)
Late February	Current spring's completed undergraduate applications for

graduation

March 1	Submission of five-year review reports to the Provost's Office
Mid-March	Summer bulletin available to students
Early April	Summer class schedule addendum items due
Mid-April	Fall class schedule available to students
Mid-April	Fall class schedule addendum items due
Mid-April	Next spring's course offering worksheets, due to dean's office about two weeks later
Late April	Summer and fall registration begins.
Early May	Updated departmental lists due in college dean's office for review for general catalogue copy
Early July	Summer completed undergraduate applications due
Mid-July	GRE score report from the Graduate School

Some Reports You May Receive

You will receive periodic reports from a variety of offices, and among these will be those listed below. In some college these reports may be handled primarily by support staff, but they would be available to you.

From the Financial Reporting System (FRS):

AMO 90/91 This is an individual account report which shows the account balances for balance sheet items, detailed revenues and expenses, budget (where applicable), encumbrances, and transaction data.

AMO 45 This is a departmental summary of all accounts in the department. It has summary data by account, by fund group, and for the total department. It provides only subledger information on revenues, expenses, and budget. It does not provide information

on cash or fund balances or liabilities of the accounts.

AMO 98 This is a report of sponsored programs. It shows subledger data on revenues, expenses, and budgets for the current month, project year to date, and inception to date. It is produced only for fund groups 5-3 and 2-9.

AMO 94/95 This is a summary report prepared either by department or by groups of accounts. It shows balance sheet data and detailed revenue and expense data. It is not automatically run for all funds or departments but can be requested from General Accounting.

From the Personnel Payroll System (HRS = Human Resource Management System):

Management Report This report shows each employee, other than hourly, of the department and where the salary is budgeted. It shows expenses and encumbrances by month for the fiscal year.

REFERENCE MANUALS YOU SHOULD HAVE
(Or at least know about)

A long-time chairperson wrote, "It is important to get to know all 1,001 manuals. It would have been a real service if someone had given me a shortened version of the more important ones when I came. Take a looksee at the ones you better really know and what parts of them are important. If you don't have the time or inclination to read them all, learn who are the key informants you can call if you find yourself with a problem."

We do not promise that we have been able to unearth every manual that might be important for you, but we offer a start. Many offices distribute periodic updates. If these are not in your library, contact the office indicated to receive a copy. There are some unpleasant stories arising from acting in accord with outdated procedures or policies because updates for manuals were not inserted, so be sure to do that immediately upon receipt.

Academic Faculty and Administrative-Professional Staff Manual. A *must* for everyone! Updated annually.

Colorado State Personnel System. Contact Personnel Services.

Colorado State University Sponsored Projects Manual. Contact the Office of Sponsored Programs.

curricular Policies and Procedures. Contact Admissions and Records.

Financial Policy and Procedure Instructions. Contact the Vice President for Administration.

Financial Procedures Instructions Manual. Provides information on such topics as disposal of University property, petty cash and change funds, recruiting expenses, revolving funds, signature authorizations, travel policies and procedures, and a wealth of others. Contact Accounting Services.

Financial Reporting System User Manual. Provides information on account structure, account creation, encumbrances, and subcodes, etc. Contact Accounting Services.

Graduate Bulletin. Contact the Graduate School.

Guaranteed Student Transfer Program. Contact Admissions and Records.

Guidelines for Graduate Advising and Committee Service. Contact the Graduate School.

Handbook on Graduate Study. Contact the Graduate School.

The Help Strip. A listing of persons to contact for emergencies with students. Available from the Vice President for Student Affairs. Handy for hanging right by your desk, and make sure your faculty have them, too.

Personnel Payroll Manual. Essential information on the budget system, classifications of employees, appointment procedures, and a host of other important topics. Available from Accounting Services.

Professional Personnel Roster. Student Affairs Division. A listing of who does what in Student Affairs. Contact the Vice President for Student Affairs.

Purchasing Manual. Contact Purchasing Department.

State Classified Handbook. Contact Personnel Services.

Student Athlete Academic Policies and Procedures. Contact Admissions and Records.

Thesis Manual. Available from the Graduate School.

UNIVERSITY GOALS

The following ten goals for the University represent a continuous planning process. They are the most recent goals for the University community and were endorsed by the Faculty Council on November 22, 1988. The complete document is entitled *Vision Statement for Colorado State University 1989*, and it is available from the Office of the Provost/Academic Vice President if it is not in your files. The full document includes strategies as well as objectives. These should be kept in mind as one engages in both short and long term planning.

Goal 1: Colorado State University will continue to build and maintain quality teaching and research programs, recognizing some programs will maintain and others should achieve national and international reputations for excellence.

Goal 2: Colorado State University will increase diversity among its faculty, staff and students.

Goal 3: Colorado State University will continue to improve undergraduate education.

Goal 4: Colorado State University will expand and improve graduate education.

Goal 5: Colorado State University is committed to growth and development in the research and artistry of the faculty.

Goal 6: Colorado State University will provide opportunities for full development of the capabilities and careers of its faculty and staff.

Goal 7: Colorado State University will manage its growth and enrollment consistent with its mission and resources.

Goal 8: Colorado State University will disseminate knowledge beyond the campus with emphasis on the needs of Colorado.

Goal 9: Colorado State University will strengthen cooperation among appropriate state agencies, businesses and educational institutions in order to provide alternative educational opportunities.

Goal 10: Colorado state University will improve its physical facilities and infrastructure.

A CHAIRPERSON'S ROLES AND DUTIES

Your official duties as defined by the University are to be found in the *Manual* in section C.2.6.2. However, when someone asks you in a casual encounter what it means to be the chairperson of a department, this is what you can tell them! You are a:

teacher
mentor
researcher
leader
planner
manager
advisor-counselor
mediator-negotiator
delegator
advocator
representer
communicator
evaluator
motivator
supervisor
listener
promoter
coordinator
anticipator
innovator
peacemaker
organizer
decision maker
problem solver
recommender
implementor
facilitator
entrepreneur
recruiter
peer-colleague
administrator
and . . .

And when that same someone asks you what you do, this is what you can tell them! Remember, however, that you do not have to do all of these things by yourself because your faculty and staff are there to help you. Delegation of authority and tasks is an important duty in itself. You oversee the following:

Departmental governance
- Conduct department meetings
- Establish department committees or representatives to committees according to departmental codes and procedures
- Use committees and representatives effectively
- Develop annual and long-range department programs, plans, and goals
- Determine what services the department should provide to the institution, the community, and the state
- Implement annual and long-range department

programs, plans, goals, and policies
Prepare the department for accreditation and evaluation
Serve as an advocate for the department
Monitor library acquisitions
Delegate administrative responsibilities to individuals and committees
Encourage faculty members to communicate ideas for improving the department.

Instruction
Participate in teaching classes
Schedule classes
Supervise off-campus programs
Monitor graduate study
Encourage innovation
Update curriculum, courses, and programs

Faculty affairs
Work with search committees on the recruitment selection of faculty members
Assign faculty responsibilities
Monitor all areas of faculty performance
Initiate tenure and promotion recommendations
Participate in grievance hearings if necessary
Evaluate faculty
Make merit recommendations
Deal with unsatisfactory faculty performance
Initiate termination of faculty
Keep faculty members informed of department, college, and institutional plans, activities, and expectations
Maintain morale
Reduce, resolve, and prevent conflict within and beyond the department
Encourage faculty participation in governance
Assure that faculty are aware of campus services

Student affairs
Work on the recruitment and selection of students
Advise and counsel students
Work with student government and organizations
Oversee extracurricular activities

External communication
Communicate department needs to the principal/dean

and interact with upper level administrators
Improve and maintain the department's image and reputation
Coordinate activities with outside groups
Process department correspondence and requests for information
Complete forms and surveys
Initiate and maintain liaison with external agencies and institutions
Maintain relations with parents, citizen groups, and alumnae
Represent the department at meetings, social functions, alumni events, etc.

Budget and resources
Encourage faculty members to submit proposals
Prepare and propose department budgets
Promote development/fund raising activity
Administer the department budget
Set priorities for use of travel and professional development funds
Prepare annual reports

Office management
Manage department facilities and equipment, including maintenance and control of inventory
Monitor building security and maintenance
Supervise the clerical and technical staff in the department
Maintain essential department records
Evaluate staff members and encourage their professional growth

Professional development
Foster the development of each faculty member's special talents and interests
Foster good teaching in the department
Stimulate faculty research and publications
Promote affirmative action
Encourage faculty members to participate in professional organizations and meetings
Represent the department within professional associations
Nurture yourself

(These roles and duties are expanded upon, adapted and used with permission. Allen Tucker, *Chairing the Academic Department*, 2nd edition, New York: Macmillan, 1984, pp. 2-4.)

FIVE YEAR REVIEW PROCESS

Each department conducts a self-evaluation every five years. The schedule for your department may be obtained by requesting one from the Provost's Office. The Provost's Office also provides the format for the self-evaluation. The process is described briefly by Ray Rodrigues, Associate Academic Vice President, who coordinates the departmental five year reviews. You will be well served if you view this process as an opportunity for you and your department to "take stock."

As chairperson, you are to appoint a committee composed of faculty members prior to the beginning of the fall semester. You are not to be a member of the committee but are to serve as a resource for them. The committee must finish its report and submit it to the Provost's Office by March 1. As chairperson, you respond to the report, indicating those points with which you agree or disagree and emphasizing the aspects of the report that you believe the University should note. The dean of the college and the graduate dean also respond to the report. The report is given to a university internal review committee composed of faculty and administrators from other colleges. That committee reviews the report to determine whether the department has followed the format and whether the proposed plans at the end of the report follow from the data contained in the report. Then the Provost's Office summarizes the report and proposes plans for the department for the next five years. A meeting to review the summary and plans then takes place between the Provost, the associate academic vice president, the graduate dean, your dean, you, and the chair of your department's self-evaluation committee. When all parties agree to the report and the plans for the next five years, it is submitted to the State Board of Agriculture, which acts on it and submits it to the Colorado Commission on Higher Education (CCHE) by August 1.

The five-year review process is the only time that your department typically will have an opportunity to inform the University and the CCHE of everything that it does, so it must be treated seriously. The CCHE

reviews such aspects as costs to graduate a typical student and the number of graduates each year. The University also uses the five-year review as the time for each department to submit its Accountability/Outcomes Assessment results to the CCHE. While the purpose of the five-year review is not to establish budgets for the next five years, the resulting plans often have budgetary and programmatic implications.

ACCOUNTABILITY AND OUTCOMES ASSESSMENT

Accountability and outcomes assessment are important issues in higher education today, and the University is responding to these concerns. We are also learning some things about ourselves in the process. Associate Academic Vice President Ray Rodrigues provides the following.

Ultimately, finding answers to the questions that we have about teaching and using those answers to improve our students' learning is the most important reason for assessment.

House Bill (HB) 1187 mandated that all universities have an accountability program in place by January, 1990. In July, 1989, the Colorado Commission on Higher Education approved the accountability plan of Colorado State. A copy of that plan may be requested from the Office of the Provost.

The Colorado State Accountability Plan contains two main areas to be assessed: (1) University-wide educational outcomes and (2) discipline-based or departmental outcomes. Outcomes are to be assessed annually. The CCHE requires that all outcomes assessment plans and procedures contain the following elements:

Undergraduate goals and objectives developed with external constituencies such as professional organizations, parents, employers of graduates, and alumni. These should indicate what students are expected to gain from their education here and should be disseminated for both potential and current students to see.

Assessment methods that evaluate how well the undergraduates have learned what the goals and objectives state they will learn. These may be standardized tests, observational data, reports of employers, alumni self-reports, capstone seminar evaluations, or any other methods.

Dissemination procedures to inform constituencies of how well our students meet the goals and objectives we have established for them. Dissemination procedures might include recruitment brochures, reviews by external groups, and formal reports. All discipline-based/departmental assessment procedures and results will be reported as part of the five-year review.

The use of the results to review the curricula and revise them if necessary. The internal value should be more important than external reports, but reports of the serious intent of the faculty to evaluate how well they educate their students and use the results meaningfully can only be beneficial.

The Faculty Council Committee on Instructional Development serves as the official faculty committee to review all accountability plans and procedures. As faculty learn more about those procedures and study the results of the assessments, these plans and procedures may evolve.

DIVERSITY AND RETENTION

The issues of diversity and retention are extremely significant ones for the University, and our response is part of our ethical responsibility to achieve equal opportunity for all persons. Ray Rodrigues, Associate Academic Vice President explains the University's stance and actions as follows.

The University intends to increase the diversity of both its students and its faculty. The department is the key unit of the University in accomplishing this goal, and the chairperson is the key individual in helping to accomplish it. The chairperson is the one administrator who deals with both faculty and students on a day-to-day basis.

Diversity contributes to the education of all our students in a variety of ways. For many of our students, the diverse populations of the university may provide the first opportunity to learn about the values and practices of other cultures. Since they must learn to deal with a variety of cultures, often with conflicting values, after they graduate, we have a responsibility to prepare them for that diverse world. Most importantly, our curricula should also reflect diversity in both its content and in its pedagogical practices. culturally determined learning styles, for example, may promote or inhibit the ability of students to succeed in our classes. Professors should be aware of the different ways that cultures may influence learning and should provide opportunities for students to learn in a variety of ways.

Recruiting and retaining students and faculty who are members of minority groups, women, disabled, or otherwise diverse must be a major effort of all departments. Special recruitment and retention funds are available on a limited basis, and requests should be submitted to the Provost for review and recommendation by the equal Opportunity Council.

But, as suggested in the "Mentoring" section of this handbook, after a faculty member is recruited, the department should assign a mentor and have an

organized mentoring system guided by the department head.

For students, the University has a variety of support services such as the advocacy offices and the Academic Advancement Program. For special help in identifying these resources, you may call the HELP Center (ext. 4357), the Office of Student Affairs (ext. 5314), or the Provost's Office (ext. 6614).

In addition, your department can help by sponsoring student professional organizations and by inviting diverse students to participate, by monitoring the retention and progress of diverse students as part of the accountability/outcomes assessment process, by having faculty become faculty mentors of minority students (ext. 6473), by working with the Office of Admissions (ext. 7069) to recruit undergraduate minority students, by using the resources of the Graduate School (ext. 6818) to find support and to recruit diverse graduate students, and by participating in a variety of workshops offered throughout the year to develop the ability of faculty to address diverse students, their learning styles, and their academic and professional needs.

MENTORING

In 1986 there the book *American Professors: A National Resource Imperiled* by Howard R. Bowen and Jack A. Schuster was published. It offers extensive information on the demographics of our professoriate and reinforces what we may sense or already have experienced -- there is a shortage of professors, and this will continue for some time. We also know the search process consumes much time, energy, and financial resources. In view of these facts of academic life and our ethical responsibilities to nurture our fellow human beings, perhaps we should be guided by a simple statement: *"If we get 'em, let's try our best to keep 'em."* Good mentoring can help! We begin the academic year with a full-day orientation program for new academic and administrative-professional faculty members, and this is scheduled for the first Monday.

A survey of new faculty members that we conducted in 1986-87 revealed that we could assist our new colleagues even better if we planned and organized mentoring systems at the departmental level rather than just assuming it will happen. The truth is that it does not always happen, and that can result in wasted or undeveloped human resources, which is an issue of increased importance as the demographics of the professoriate change.

Not to be forgotten are senior faculty members joining our institution. Naturally, they will not need the closer assistance beneficial for a beginning faculty member, but steps to assure their integration into departmental affairs are also advisable. One must also be mindful of the need of classified staff for integration into the department. This will be particularly necessary if there is only a small number of classified persons or perhaps just one individual. Recognize that your support staff is very important for your success in leading the department.

We offer the following as an example of what one department has instituted to promote effective mentoring of new faculty colleagues. Not all elements may fit your departmental situation, but there is much good

advice. This particular department has been very successful in its recruitment and retention of new faculty and has encouraged diversity. Indeed, their accomplishments were recognized when they received the "Diversity Award" in 1989. Stephen D. Roper, Chairperson of the Department of Anatomy and Neurobiology, provides the following explanation.

A Mentoring System

A newly hired faculty member deserves a clear explanation of what is expected over the next few years.

Detail the department's expectations upon or soon after tendering the offer. The letter should include at a minimum the expectations regarding (1) teaching obligations (such as courses, numbers of students, when taught, and performance expectations), 2) research activities, (whether extramural grants are expected, whether the faculty member is to obtain salary support from grants, what level of productivity is anticipated), and 3) service activities (major committees). The letters that I send to newly hired faculty members encompass our expectations for the first one to three years. These documents are quite comprehensive and typically run two to three pages in length.

The transition from Ph.D. graduate or postdoctoral fellow to a new faculty member is a major change.

The faculty in general and the department head in particular must be aware that the transition may be quite traumatic. Whereas to this point the individual may have been protected and nurtured, that has now ceased. The new colleague no longer has an active mentor and must depend on immediate colleagues for support and assistance. Are they there? In our department we name a specific mentor or advocate for each new faculty member, and this has proven quite helpful.

Protect the newly hired faculty member from an overburdensome teaching/service load in the first year.

If practical and possible, assign existing faculty a slightly greater teaching load to spread the burden and ease the new faculty member's load. This may require providing extra resources and rewards for those other faculty and effective leadership to gain acceptance of this extra load. This first year is a critical germination time to set roots at our University. I am grateful that all my faculty concur with me in understanding this need.

Provide appropriate resources as start-up funds.

Resources, including equipment, discretionary funds, and space should be communicated in writing and honored in full. Nothing is more devastating to a new faculty member than to be promised certain resources that are then not provided. With regard to gaining outside funding, a new faculty member ideally should be provided with sustained support, a safety net for one to three years as the new colleague pursues funding. Such support shows our confidence in the new faculty member as we give them the chance to develop.

The new faculty member may need help in writing grants and in preparing publications.

The department chair, the identified mentor, or other faculty members can offer advice on that first article or grant proposal. Is it possible for the new member to join up with a more experienced faculty member and submit a joint proposal? But be sure the new colleague is also guided to working independently on projects. Suggest journals and funding agencies. Use appropriate campus offices to help.

Monitor the new faculty member's interaction with other faculty.

This is a delicate situation, requiring interpersonal communication skills. The department head can help by taking extra pains to introduce the new faculty member to other faculty, describing backgrounds and areas of possible mutual interest. Interactions outside the department with departmental faculty and persons from other areas of the University can be encouraged,

even arranged. Setting up coffee sessions or lunches among small groups of faculty, including the new member, are examples.

Point out how a faculty member can obtain national visibility.

National recognition is considered for tenure evaluation in some departments, yet how often does a new faculty member know what steps need to be taken to gain this recognition? For instance, the department head could encourage interdisciplinary collaboration and joint projects across the state and nation. The new faculty member needs travel support and encouragement to attend and present papers at national meetings. One could even send the new faculty member to represent the department. Give advice on how to attract invitations for talks at other institutions, or suggest the individual to a colleague from elsewhere. Serving on committees of national organizations is another step to developing national recognition.

Explain how and when tenure evaluation will be made.

Is there a specific tenure committee in the department? Does the department head or the new faculty member initiate the tenure review? What records and documents are important to keep? And who should keep them? What are the criteria for the tenure committee's and department head's evaluation? Is there a tenure "rehearsal?" Don't just hand the faculty member the departmental code and the green manual! Talk to them frequently about this important decision. Know the tenure policies of the University. (Editor's note: University tenure policies are found in the *Academic and Administrative-Professional Manual.* Watch for announcements of our "Preparing for Tenure" workshop offered by the Office of Instructional Services.)

Everyone, but especially a new faculty member, needs to feel wanted and needed!

The department head needs to provide positive feedback to all faculty but especially to the new

recruit. Make a point of announcing achievements of the faculty at meetings. Write congratulatory notes. On occasion, let the new faculty member know how important she or he is for the goals of the department.

Meet with the new faculty member on a formal and informal basis.

Does the department head make an effort to drop in occasionally to chat with the new faculty member? Try making contact at least once a month and get to know the daily frustrations and successes of your new colleague. In formal interactions, e.g. annual reviews, it is vital that the department head point out strengths and weaknesses and then identify specific steps need to taken to remedy any shortcomings. University policies guide these annual reviews. (Editor's note: This advice is valid for experienced faculty as well. Tip: if you go to someone else's office, you are the one to decide when to leave!)

All faculty members and especially the department head should be aware of potential cultural biases of students and how this might affect student evaluations.

Is it too obvious (or dangerous) to admit that undergraduates might have rather strong cultural and social bases? Among these might be thinking of young faculty, especially women, as sex objects and foreign instructors as less worthy. This may make it difficult for an instructor to communicate effectively. To counteract this, it is vital to obtain peer reviews of teaching effectiveness as a complement to student evaluations. Furthermore, student evaluations tend to measure the overt skills. The organizational skills behind presenting a course -- selecting and purchasing texts and supplies, preparing laboratory instruction, arranging for guest lecturers or field trips -- are often not apparent to students yet can be major elements of a course. How can they be evaluated?

The career of the spouse may be a consideration.

In these days of "dinks" (double income, no kids) and "diks" (double income and kids), the career of the spouse or "significant other" may become a factor in

recruiting and retaining the new faculty member. Sometimes this may require an attempt to negotiate a position for the spouse in another department. At a minimum, the effective department head must be aware that the spouse may have strong career aspirations and that these aspirations may be compromised by coming to Colorado State. Admittedly, rarely can any specific actions be taken for the spouse of a new faculty member, and it may not even be appropriate to attempt this. On the other hand, to ignore the tensions and pressures in such dual career situations is unwise.

Women faculty at child-bearing age may have special concerns.

The biological clock for safe childbirth and the countdown for tenure tick dangerously close together. A woman faculty member may feel, perhaps with cause, that taking off time to bear children will be at the expense of gaining tenure. The probationary period is fixed, normally six years, and is often the prime time for childbirth. Is it appropriate, or even legal, to negotiate pre-arranged leaves of absence under these circumstances? Furthermore, cultural biases may prevent the young faculty member, male or female, who is also a dedicated parent from being perceived as an equal and effective contributor in the department. One should be sensitive to these extracurricular needs, and good planning is necessary. For example, calling last minute faculty meetings can create problems.

Women and minority faculty may, quite appropriately, be sensitive to off-color jokes and comments.

Effective leadership at meetings and effective teaching do not require off-color jokes--not that meetings need be sullen or long-faced, or that humor is inappropriate in the classroom. On the contrary! However, tasteless jokes of any sort have no place in a well-run, professional meeting or classroom. (Editor's note: The University's policy on sexual harassment and personal abuse is clear and may be found in the *Academic and Administrative-Professional Manual* and in this manual on p. 32.)

ENCOURAGING FACULTY MEMBERS' RESEARCH

Colorado State University is a research institution with a commitment to the discovery and dissemination of knowledge. Each regular, full-time, academic faculty member has a responsibility to engage in teaching, research, and service. Each chairperson has an obligation to encourage the professional growth of all persons in the department, whatever their responsibilities may be.

You will have faculty members who are very active in research, whether externally funded or not. For such persons you probably only need to continue easing their way. Your new faculty members will need assertive mentoring and encouragement. Some faculty members may not be too active or may have slowed down over the years, and they could benefit greatly from your undertaking an active effort to assist them in getting started or reinvigorated. Offer them suggestions for funding sources if that is the mode of your department. Give them ideas on research directions they might pursue, journals in which they might publish. Sometimes an unexpected though modest amount of travel or seed money to pursue a project can give them a real boost. You may wish to consult confidentially with another faculty member to assist you in developing a subtle approach to assist the less active faculty member. Try to figure out a way to make that faculty member feel that something positive can happen or is happening if they become more actively involved in research.

Ralph Smith, the Interim Vice President for Research, provides the following thoughts on encouraging your faculty members in their research.

"To give birth to an idea - to discover a great thought - an intellectual nugget, right under the dust of a field that many a brain plow had gone over before. To find a new planet, to invent a new hinge, to find the way to make the lightnings carry your messages. To be the *first* - that is the idea. To do something, say something, see something, before *anybody* else - these are the things that confer a pleasure compared with

> which all other pleasures are tame and commonplace, other ecstasies cheap and trivial."
> - Mark Twain, *Innocents Abroad*, 1869.

At Colorado State University there has been considerable effort expended to improve the research climate in virtually all areas of the institution. Several measures attest to our progress. Colorado State University ranked 68th in the country in fiscal year 1986-87 for the amount of federal research and development awarded to the institution. In 1988-89 our research volume reached an all-time high of $86 million. Our classification as a Carnegie Class I Research University is yet stronger testimony to the success of our faculty as researchers and to the complementary nature of our research and education programs.

The impulse to be active in research is natural for new faculty - and worth cultivating! Administrators are challenged by the need to identify and communicate information that will be useful to faculty as they develop balanced teaching, research, and service activities. Departmental chairpersons also often need to inspire faculty's enthusiasm despite their doing battle in highly competitive research arenas and their performing well in teaching and service roles.

No department is exactly like any other. Every department has to define the fit of research to its particular circumstances, its college, and the community of peers, scholars, and other external entities with whom it interacts. Department chairpersons need to be aware of the importance and impact of externally funded research upon the total budgetary picture. Faculty need to be aware of the following.

- The role of research as a department priority
- Departmental use of research activity as a measure of faculty achievement
- College level programs for seed money, travel, or equipment that could be useful initiating research programs
- Support activities that exist across campus to assist faculty in developing and maintaining healthy research programs

Faculty should contact the Office of Sponsored Programs at ext. 6355 for information about external funding sources, to ask general questions about grantsmanship, or to brainstorm for ideas. All faculty members should be receiving "Research/Dimensions," the monthly newsletter provided by this office. This newsletter includes announcements of opportunities and University policy and procedure. There is also an annual publication entitled "Research Bulletin, which describes representative activities campuswide.

For information concerning the possibility of obtaining donative support from foundations or private corporations, faculty should contact their college development officer.

If your faculty wish to initiate a proposal, encourage them to work with the departmental research coordinator, Contract & Grant Administrator in Sponsored Programs, or the college development officer. These professionals understand the systems and can help faculty with the paperwork hurdles. A publication entitled "Sponsored Programs Manual" is available from that office.

We are proud of the research accomplishments of the faculty of Colorado State University. Our record of growth in the research arena is quite impressive. The Office of the Vice President for Research stands ready to assist you in creating and nourishing a vigorous research program in your department.

ENCOURAGING TEACHING EFFECTIVENESS

According to the extensive surveys and statistical documentation of the book *American Professors: A National Resource Imperiled* the majority of professors in the United States receive their greatest satisfaction from teaching. No doubt you, too, enjoy teaching very much! It is a wonderful experience, constantly changing and offering new challenges. Some have called it "a natural high."

We also know that in recent years society has put forth a much stronger call for teaching effectiveness, and proof thereof, than before. In some instances legislators have even become involved. The accountability or outcomes assessment movement has swept across the United States, and higher education is seeking to respond appropriately.

For both intrinsic and extrinsic reasons the teaching effectiveness of your faculty is of utmost importance for them as individuals, for your department and college, and for the University as a whole.

Encouraging teaching effectiveness implies some means of assessing teaching effectiveness, and your department most probably has a style and a system for doing so. Many departments have a committee, and this offers you a resource as you seek to enhance the teaching thrust of your department. All faculty, with some exceptions, are now required by action of Faculty Council to conduct the "Student Course Survey" each semester, and the Office of Instructional Services is responsible for managing this particular particular program. All too often, however, such a system is used only for summative rather than for formative purposes. If you would like some thoughts on how this kind of student opinion on teaching effectiveness can be used to promote change in teaching behaviors, contact the Associate Director of the Office of Instructional Services.

In addition, other kinds of evaluation are used as well and other chairpersons or your dean might offer suggestions on what they have done or do if you are thinking about introducing change in the evaluation

system of your department. Mid-semester evaluation is a valuable tool for faculty to use in assessing their teaching effectiveness and making mid-course corrections if appropriate. Instructional Services can provide you with information on this kind of evaluation if you desire it. Some departments have overcome the feeling that teaching is a very private activity and have developed a climate that encourages peer visitation, which may or may not be coupled with evaluation.

The climate of your department is a very real thing, and it sends messages to your faculty about what is important and valued. You might wish to undertake a subtle and private effort to encourage greater attention to the teaching function. For example, faculty might be flattered if you indicate you would like to visit a class or classes at their convenience. Perhaps you would like to extend an open invitation to your faculty to visit your class any time. Notes or comments to an individual about something positive that you may have heard or observed can be a strong encouragement. Another idea is to distribute appropriate articles to the entire department or selected individuals at the same time as you encourage them to bring such items to your attention.

There may be a committee with which you could work to institute a departmental effort designed to bring greater attention to teaching. Some departments have monthly seminars, perhaps involving graduate students as well as regular faculty. Identify persons who have developed a particular expertise and invite them to share that with their colleagues. Most persons will be flattered by being asked to do so. Be alert to college and university awards for teaching (and advising) effectiveness, and nominate your faculty members as appropriate. Don't hesitate to blow your own horn because nobody else is likely to do it for you!

Our University is fortunate in having an established and successful university-wide professional development program, and your faculty will be well served if you personally encourage them to participation in the programs offered. The Professional Development Institute is presented in January and offers a large number of workshops or seminars on teaching matters as well as sessions on research, service/administration, and

personal needs. There is a monthly "Let's Talk Teaching" forum, which has been in existence since 1975. Each semester there are "teaching cells," and faculty will receive notices about all such programs including semester and year-long workshops. Instructional Services also offers a consulting service for working with faculty members on an individual basis. Individual video tape teaching analysis is available at any time. Some printed materials are available from Instructional Services such as *Improving Teaching and Learning in Large Classes: A Practical Handbook."*

Whatever you may wish to do to encourage teaching effectiveness -- a private effort on your part or a more formalized departmental approach, others stand ready to assist you. Your dean will be a good source of information and someone with whom to exchange ideas. Other chairpersons would welcome such discussion. And the mission of Instructional Services is to encourage professional development in all possible ways.

Not to be forgotten are your Graduate Teaching Assistants, who may represent a strong teaching force in your department. Greater attention has focussed on teaching assistants in recent years than before, and your department is responsible for guiding them. The image that students, parents, and others across the nation have of the University is formed to a great extent by the quality of instruction, and courses taught by our G.T.A.'s influence this image just as much as do those taught by senior professors. If your departmental effort is not as strong as you would like it to be, Instructional Services can provide you with information on University wide resources available in this area as well as suggestions on improving guidance and training at the departmental level. There is an orientation program in the fall for new teaching assistants, and since 1972 we have offered each semester the Seminar on College Teaching, a three-credit course.

SEXUAL HARASSMENT

Not too long ago a sign was observed in a coffee room on campus, and it read, "Sexual harassment in this area will not be reported, but it will be graded!" Most would probably smile good humoredly at the sign, but the moral to be deduced from it is to be taken very seriously. There is a University policy on sexual harassment in the *Manual*, and we reproduce here for your information a memo distributed on March 17, 1986, written by President Philip E. Austin and Provost A.J. Linck. The memo was addressed to all University personnel and students. Your responsibility in this area is clear, and regrettably such memos can be lost over the years. The memo is addressed to all University personnel and students.

The Office of Equal Opportunity offers a workshop on "Sexual Harassment", and it has been presented to the Deans, college councils of chairpersons, and various departments. If your department has not has this workshop yet, you might wish to give that office a call and arrange for one.

Colorado State University reaffirms its intention to create and maintain a work and study environment for faculty, staff, and students that is fair, humane, and responsible -- an environment which supports, nurtures, and rewards people on the basis of such relevant considerations as ability, performance, dedication, and diligence.

Abusive treatment of individuals on a personal or stereotyped basis prevents the attainment of this University objective. The University deplores, condemns, and will act energetically to prevent and stop sexual harassment as a special form of such abuse. Because of its inherent nature, recent recognition, and incidence, sexual harassment requires particular attention for its elimination from the campus.

Sexual harassment includes behavior ranging from unthinking and often unintentional denigration of a person, class, or group on the basis of unsubstantiated

sexual stereotyping to sexual assault. Such behavior typically falls into one of five classifications of sexual harassment: 1) Generalized "sexist" remarks or behavior; 2) unwanted and offensive, but usually sanction-free, sexual advances; 3) solicitation of sexual or sex-related activity by promise of rewards; 4) coercion of sexual or sex-related activity by threat of punishment or denial of rewards; and 5) actual sexual assault. Such behavior is intolerable in an academic community.

To assure the fulfillment of the University objective, all faculty, staff, and students are requested to assist in the elimination of sexual harassment and other forms of personal abuse. Administrators and faculty have a heavier responsibility in this regard because of the roles they play in the creation and maintenance of a campus environment conducive to teaching, learning, and creativity.

Incidents of sexual harassment, as all forms of abuse, should be brought promptly to the attention of the person responsible for the event during which the incidents occur. Such individuals may include student leaders, professors, department heads, deans, or other administrators. Those who for personal reasons choose not to mention the incidents to the persons having such responsibility are urged to discuss the incidents with the Director of Personnel, Dean of the Graduate School, Vice President for Student Affairs, Office of Equal Opportunity staff, Provost/Academic Vice President, or President. Such reports will be handled in a confidential and responsible manner, with appropriate action taken.

The University has formal procedures to deal with problems that occur relating to violations of University policy. As this statement indicates, the University has policies against sexual harassment. When incidents of abuse occur, the University will take the action appropriate. However, in order to enforce the policies, the University will need the cooperation of those persons who have suffered abuse by their willingness to present evidence in formal proceedings initiated against the abusers. However, the University will not release information unless those providing it agree to its release.

Only through cooperation will we eliminate personal

abuse, and with it sexual harassment, from the campus. Unless we do so, we shall not have fulfilled our collective responsibility to create and maintain a campus environment conducive to teaching, learning, and creativity.

Thank you for your assistance.

Signed by: Philip E. Austin, President
A.J. Linck, Provost/Academic Vice President

YOUR OWN PROFESSIONAL DEVELOPMENT

"Leadership and learning are indispensable to each other!"
- John F. Kennedy

Do not neglect yourself! (See the **Tips** section.)

There are many external and internal opportunities for you to pursue your own professional development as an administrator. Internally we offer a "Leadership" series, and you will receive notification of this in late August or early September. The brochure will explain the programs for the entire academic year, and enrollment is conducted for each individual session after you have declared your "intent to participate." There will also be several sessions of interest to administrators within the Professional Development Institute offered in January. Take advantage of these -- they're free and good, and you don't have to travel!

Externally there is a variety of programs available, and the best source of information is *The Chronicle of Higher Education*. One of the better known programs is the workshop for chairpersons offered by the American Council on Education. NCHEMS in Boulder and Higher Education Executive Associates, Inc., in Denver also offer programs nationally, and they are sometimes scheduled here in Colorado.

The University sponsors two opportunities for women in administration -- the Summer Institute for Women in Higher Education Administration, a residential program at Bryn Mawr, and the Academic Management Institute, a program here in Colorado. You will receive information about the application and selection process for these opportunities.

By the way, if you are not a regular reader of *The Chronicle*, we highly recommend you become one. It is the best way to stay abreast of developments in higher education, and you need to do just that if you are going to be an effective leader for your department.

You will also receive quarterly a copy of "The Departmental Adviser," a substantive newsletter for

department chairpersons. This is licensed and distributed by the Offices of the Provost and Instructional Services, and it has proved quite useful and practical.

There are some good books for you to read, too, and we particularly recommend John B. Bennett's *Managing the Academic Department*, Allan Tucker's *Chairing the Academic Department*, and George Keller's *Academic Strategy*. If not available in the Library, these books can be checked out from the Office of Instructional Services. There are other worthwhile readings as well, and let us know if you come across something particularly helpful to you so that we can suggest it to others, too.

For more information on any of these programs, contact the Office of Instructional Services, A71 Clark, ext. 1325.

YOUR RELATIONSHIP WITH THE DEAN

A chairperson of many years speaks of the "TLC" and feeding of deans and writes the following, "If you have a good one, you are really lucky. He [or an occasional she] is also lucky Pierre, always in the middle between higher administration and the needs of the multiple departments. Your support, listening, and ongoing communication is helpful. And render unto Caesar that which is Caesar's in terms of on-time reports, etc." Another writes about interaction with the dean, "Be firm, have permission to get angry when appropriate, but always be ready to end a meeting showing that the dispute is limited to issues and is not personal. Be ready to be the first to break free of an angry/ unproductive atmosphere and reestablish reason. Know the priorities of the dean, try to get them in writing. Be clear on this before accepting the position."

No one can tell you how to relate to your dean, for that is an individual situation. However, what can be said is that "getting along" is really important. Together the dean and chairpersons form the leadership team for the college, and the relationship is a collaborative one, essential for success in fulfilling the mission of your department and college as well as the University.

One hopes, of course, that you will not find yourself in a difficult position, but it has happened occasionally. Clear expectations from the outset will contribute to the development of a positive relationship. At times tact may be required on your part as you seek to walk the tightrope of satisfying the expectations of your faculty and the expectations of your dean. Get to know the dean's management style, and make adjustments in your own if necessary.

Also, as advised above, be aware that your dean may be in a difficult situation. Keep in mind the fact that your department is one unit of the college, and the Dean is charged with the responsibility for overseeing the development of all departments.

Deans hope that you will be available when they

call with a crisis request for a report or data needed very quickly. Be prepared to respond to such requests, and remember that the short deadline is most probably not of their making. You are accountable to your dean, and the dean is accountable for the actions of department chairpersons.

LEGAL QUESTIONS

Don't ignore them! I am reminded of what an astute chairperson said once in a session on legal matters, "The threat of suit is a chilling one!" Good advice in today's world.

If you have a question about a possible grievance situation, the University Mediation Officer stands ready to assist you. It is advisable to be well informed about this subject *before* you need to be so as to be able to avoid formal grievances. Section K. of the *Manual* provides all the information about policies and procedures regarding grievances involving the General Faculty. The *Colorado State Personnel System* manual provides information on grievances involving classified employees, and Personnel Services can advise you on these matters.

Questions about insurance matters should be referred to the Risk Management office in the Office of the Vice President for Administration. Again, it is advisable to ask the question *before* you need to know the answer.

To determine what to do if you think you need some legal advice, Brian Snow, General Counsel for the University, provides the following information.

Legal advice to the University is provided by the General Counsel and other attorneys in the Office of Legal Affairs, ext. 6270, 102 Administration Building.

Pursuant to a policy promulgated by the President of the University, submission of legal inquiries to the General Counsel must be approved in advance by an appropriate Vice-President. This means that you will likely discuss the matter with persons to whom you report who can help you seek the necessary authority.

This policy was adopted: (1) to permit a pre-screened access procedure which may result in some legal questions being resolved by other administrative officials who have already obtained legal advice on your

question, and (2) to provide efficiency in the flow of requests directed to the Office of Legal Affairs, which operates under significant work burdens and time pressures.

The lawyers in the Office of Legal Affairs are permitted to give advice only on issues affecting the University. They are precluded from addressing personal matters or private business activities.

If you have a legal question concerning University business and have obtained the necessary approval, you should contact the legal staff at the above phone number. Counsel in the Chancellor's Office in Denver is the Director of Litigation for the CSU System and provides service to all of its constituent institutions, including the University. All of the University's lawyers report to the State Board of Agriculture and the President and are Special Assistant Attorneys General for the State of Colorado.

SPACE QUESTIONS

Perhaps you thought space was an easy issue! However, space is very tight at the University, and there are policies and procedures to follow in making decisions on space questions. Preston Davis, Director of the Office of Instructional Services and Chairperson of the Classroom Review Board, provides the following for your information.

The Office of Facilities Planning is responsible for developing and maintaining a current University operating space plan. This plan sets forth the general sequence of departmental or unit moves; demolition plans; and the use of existing, new, or vacated space. The operating space plan is implemented by making space assignments, determining specific time tables for occupancy of space, and coordinating the specific departmental or unit moves. (More detailed information and copies of University policies related to space may be obtained from Facilities Planning.)

The Registrar's Office is responsible for assigning classrooms, and the Provost/Academic Vice President is responsible for approving all proposals for the modification or conversion of classrooms. (Information and copies of University policies related to classroom assignments may be obtained from the Registrar's Office.)

Procedures Related to Space Other Than Classrooms

1. When a change in space needs becomes apparent in an academic department, the department should submit a request justifying the amount and kinds of space needed to the dean of the college. If the request originates in a unit other than an academic department, the request should be submitted to the next higher administrative level.

2. If approved by the dean or other administrator, the request should be forwarded to the respective vice president.

3. If approved by the vice president, the request should be forwarded to the Director of Facilities Planning.

4. The assignment or reassignment of space will be made by Facilities Planning. Facilities Services will then coordinate the specific moves and time tables for occupancy with the requesting college, department, or unit.

5. If the request is supported by Facilities Planning and involves major remodeling or new construction, Facilities Planning will take the initiative at the appropriate time to develop with the college, department, or unit a program plan for the project and seek appropriate funding.

6. Hence, the planning and approval sequence is as follows:

   Department or other unit
   College Dean (if proposal is from an academic department)
   Vice President
   Director of Facilities Planning
   Vice President for Administration

Procedures Related to Classrooms

1. General assignment classrooms are scheduled through the Registrar's Office (x 491-7212). Department first preference classrooms are initially scheduled by the respective department, and unused hours are then scheduled by the Registrar's Office.

2. When a modification or conversion of classroom space is being considered, the department should submit a justification for the request to the respective college Dean. Because of critically short classroom space, it is suggested that such proposals offer substitute space or changes in departmental classroom needs to offset any possible reduction in the number of assignable classrooms.

3. If approved by the dean, the request should be

forwarded to the Provost/Academic Vice President, who has access to the the Classroom Review Board (CRB) as an advisory body consisting of the following representatives:

Director, Facilities Planning
Director, Facilities Services
Director, Instructional Services, Chairperson
Registrar
Statistical Analyst, Institutional Research

4. Proposals for the modification or conversion of classrooms are reviewed by the CRB, which forwards recommendations to the Provost/Academic Vice President for final decisions.

TIME MANAGEMENT

Remember the commercial wherein people pulled up to the drive-up window of the hamburger stand and ordered "Two hours and ten minutes to go?" There will, no doubt, be many days when you feel just like that. Most persons find, even if they had been extremely busy before becoming chairperson, that they are even busier with the demands of the new position. Well organized people have to get even better organized, and persons not so well organized have to change their way of doing things or face chaos.

Naturally you have to choose a style of organization with which you are comfortable, but hurry to change what you do if it isn't working. Good organization can lessen the crisis mode for you and increase your satisfaction with your work. Your secretary will be of great help to you, but, if you depend overly on her [or his] organizational abilities, what will you do in the case of illness or vacation? Saying, "My secretary forgot to do this . . . " is a rather lame excuse, and the truth is there is nothing amusing about this stereotypical situation. A well utilized support staff will contribute to your efficiency and the efficiency and morale of your entire office as you become an administrative team.

I happen to be a paper collector and a "Daytimer", which means I write notes to myself frequently and stick them in pocket or purse and then enter them in my Daytimer as soon as I can. I don't lose them, and I don't forget to transfer them [very often]. Then there are the "Big Daytimer" people, who carry the big notebook in their big briefcase. Sometimes I'm envious of that appearance of efficiency. Keeping two calendars, one at home and one in the office, can be a good idea as long as you keep them concurrent with each other! But such a system can easily be disastrous. Some find a computer calendar to be best for them. Another effective method is to have a file for each day of the month and for each month. Then one puts memos or reports or notes of what is due in the appropriate day or month, or file it according to when you want to begin working on it.

Whatever your system is, it should be exactly that -- a system. Remember, your frustrations when your messages or memos are not answered in a timely manner are also the frustrations of others when you do not respond in a timely manner. Each reminder call or reminder memo is an unnecessary inefficiency. It is also good advice to try to be a same-day-in-and-out person if possible. That makes your life a lot easier.

You will have to decide on how to allot your time. Do you want the open door policy whereby anybody can wander in at any time? For some this works well, and they are generally those persons whose concentration is not bothered by interruption. There is a gain in that faculty, staff, and students will feel you are very accessible. For others, however, this may be unduly disturbing and an erosion of productivity. Then you need to set office hours and let your faculty know. Make sure that this set time is truly open and that your faculty and staff feel welcome.

Something you will most probably have to come to terms with is a decrease in the amount of time you have for your own research. Try to keep up, but be prepared for a slowdown. Some of you may have an assistant chairperson to assist with administrative tasks, and remember that your departmental committees and faculty members are there to help you as well. You do not have to do everything by yourself!

And a final word, be aware of your own signs of stress, and take measures to combat it if it arises. A walk, a jog, a day off, fifteen minutes daydreaming, a stroll to the Student Center for frozen yoghurt or peanut M & M's. Keep your good humor and smile -- they're important for your own health and for your colleagues.

ACRONYMS AND PHRASES

Acronyms, acron. . . ACNYS . . .how did we converse without them thirty years ago? If you're new to our campus, we hope this list helps you catch on a lot more quickly and saves you discomfiting moments in a meeting. If you think of additional ones, please send them in.

AP's (or Admin. Pros) = Administrative-Professional Faculty Members
AHS = College of Applied Human Sciences
AHSS = College of Arts, Humanities, & Social Sciences
CAP = (Faculty Council) Committee on Academic Planning
CCHE = Colorado Commission on Higher Education
CORSAF = Faculty Council Committee on Responsibilities and Standing of Academic Faculty
CRA = Course Request Analysis
CSFS = Colorado State Forest Service
CSURF = Colorado State University Research Foundation
DDHD = Deans, Directors, and Department Heads
ERC = Engineering Resource Center
FIC = Faculty Improvement Committee
FLAK = *Fliegerabwehrkanone* (Your German word for the day!)
FRS = Financial Reporting System
FTE = Full Time Equivalent
HRS (or HRMS) = Human Resources Management System
ICR = Indirect Cost Recovery
IMO = Intramural Order
ISIS = Integrated Student Information System
JBC = Joint Budget Committee
LSC = Lory Student Center
NTU = National Technological University
OEO = Office of Equal Opportunity
OIS = Office of Instructional Services
OSP = Office of Sponsored Programs
PDI = Professional Development Institute
PERA = Public Employees Retirement Association
PO = Purchase Order
RP = Request for Payment form
SBA = State Board of Agriculture, our board of trustees
SCHP = Student Credit Hour Production
SCP = State Classified Personnel

SNAFU = (If you don't know this one, check with an ex-military person. I have been told this was the origin of the acronym.)
SOES = School of Occupational and Educational Studies
SURGE = Colorado State University Resources in Graduate Education
TE = Travel Expense Account Sheet
TES = Telecommunications Extended Studies
The Green Pages = the section of THE MANUAL called "The Code"
THE MANUAL = the *Academic Faculty and Administrative-Professional Staff Manual*, which sets forth University policies
TLA = three letter acronym
Transitional = an arrangement for and with retired faculty whereby they may teach for one semester during the academic year without affecting their retirement
UC = University Club
UCC = University Computer Center
UCC = University Curriculum Committee
USC = University Services Center
USC = University of Southern Colorado

TIPS

These tips come from various sources. Some were submitted by chairpersons on campus, some pilfered from workshops/presentations somewhere at sometime and having acquired by now proverbial like nature, and some arose out of meetings by parking lot dumpsters -- important meeting places on campus. Send us your best ones, and thanks to all who have submitted these tidbits of wisdom.

Administrative duties are much like housework. They expand to take up all the time available if you let them.

Decide on whether you are in a career as administrator or still only half-committed to doing the job part-time.

Understand that departments and faculty evolve, so what might have been appropriate in one year may not be in the next.

Make sure you have a good secretary, who can remind you about things you might be trying to forget.

Agree with the faculty on what your role should be and how this relates to them, e.g., do they expect you to run the department while still being a scholar and teacher? Do they want you to just make all the decisions and leave them alone to do their own work?

Cherish your support staff. They are your first line of mentors, and they'll keep you out of trouble. They are your major protection against insanity!

In the University, the department is where a whole lot of the action is, and if you have (a) the backing of your faculty and (b) the good will and support of your dean, you're blessed. Therefore, it is incumbent upon you to cherish both in equal measure.

Never forget that 95% of your inventory walks out the door every night. You cannot spend too much time listening, knowing your faculty, attempting to attract every possible goody such as travel funds, grant

opportunities in *their* interest areas, setting up and implementing a good two-way evaluation system, and maintaining communication. Evenhandedness is the name of the game.

It is sometimes easier to ask for forgiveness than permission.

Thoughts to help you through almost any administrative crisis:

The careful application of terror is also a form of communication.

Anyone who thinks there is some good in everyone has not met enough people.

One seventh of our lives is spent on Mondays.

The administrator who can smile when things go wrong has already thought of someone to blame it on.

Everything should be made as simple as possible, but no simpler . . . that includes the planning process.

The planner's job is marginally better than daytime television.

Pure drivel in any situation tends to drive out ordinary drivel.

Auditors generally reject any expense report with bottom line divisible by five or ten.

If you are good, you'll be assigned all the work. If you are really good, you'll get out of doing it.

Anything worth fighting for is worth fighting dirty for.

I have seen the truth, and it makes no sense.

You can't win them all if you don't win the first one.

(Source unknown - probably pilfered at sometime from somewhere by someone!)

THE "DON'T FORGET TO'S" AND "DID YOU KNOW'S"

Did you know we have an extensive video library of nearly 7,000 tapes? A catalogue is available in the Office of Instructional Services.

Don't forget to contact Diane Crews for approval of anything you intend to send out with information about courses, program descriptions, tuition and fee schedules, general University information, and the nondiscrimation statement. She is at present the person who has to approve all such copy.

Did you know Colorado State University has a dedicated television channel, Channel 25? Watch some interesting programs!

Did you know that the Office of Budgets and Planning has available the Budget Model for the current fiscal year after October of each year? Should the need for historical data arise, these are on file for the last ten years.

Don't forget that your college budget officer is a source of information on budget matters and can most probably answer your questions.

Did you know that the University's Director of Personnel Services, presently Bill Liley, is responsible for determining the appropriateness of titles and appointment categories?

Did you know that the Graduate School oversees the following programs? Call them if you have any questions you would like answered before you receive information about these opportunities.

Colorado Fellowships
Tuition Scholarships
Minority Research Assistantships
Faculty Research Grants
Biomedical Research Support Grants
Distinguished Professors
Waterman Awards
Mine Land Reclamation Grants
Boettcher Award

Truman Award
Guest Scholars Program
Martin Luther King Award
Minority Locator List

Did you know that Admissions and Records will provide you with information on forms and procedures for curriculum changes and general catalogue copy? Call ext. 1451.

Did you know that our University has two campuses in addition to the main campus? There is also the Foothills Research Campus and the Pingree Park Campus, which is a beautiful spot located in the mountains. There is a full service conference center at Pingree, and information on the facilities is available from Housing Services at ext. 7377.

PLEASE GIVE US YOUR OPINION!

We want this manual to be a very practical tool for you and request you let us know how it can become more helpful for you as we revise and update it.

Please share your opinions and ideas with us by tearing out and returning this form. You are, of course, welcome to call, too, at ext. 1325 or come to the Office of Instructional Services, A71 Clark.

1. Was there any portion of the manual you found (or find) particularly useful?

2. What do you recommend we add or delete?

3. Other comments:

Return to: Kay Herr
Office of Instructional Services
A71 Clark